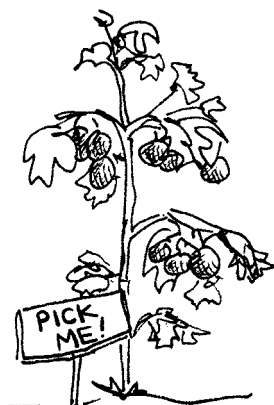


Words in the Garden

Curriculum Links

English

- Learn extended and technical vocabulary (Yr 3, ACELA1484).
- Incorporate new vocabulary into students' own texts including vocabulary encountered in research (Yr 4, ACELA1498).
- Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meaning in different contexts (Yr 5, ACELA1512).
- Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words (Yr 5, ACELA1526).



Literacy in the garden

This is a collection of ideas and activities that can bring literacy learning into the garden space. Use them in combination with your existing literacy activities; make the garden rich with language, colour, movement and sound.

Here are ten ideas schools regularly use with students to get them engaged in literacy by making and using words in their gardens:

1. Label plants with botanical and common plant names, perhaps with one name on each side of the same label.
2. Mark each garden bed with a name or a name and number – themes or 'sets' of words for this might include local Indigenous words, landmarks (rivers, mountains, bays), animal names ('Bandicoot bed') or plant groups ('The brassica bed', or 'Brassicas 2'). Plant groups may need to move from year to year as you follow crop rotation.
3. Action signs can be placed as needed. Plant me! Pick me! Smell me! Leave me to grow!
4. Make a feature of a quote or a poem about nature. The class can choose and change it next season.
5. Vocabulary: create signs with names for equipment and processes or verbs covered in class.
6. Explore adjectives and place them around the garden: fresh, green, spicy, smelly, earthy, rich, bright ...
7. Use words that relate to the different senses.
8. Display words relating to the seasons, including local Indigenous seasonal words.
9. Celebrate creative writing – invite students to display their own creative writing about the garden, in the garden.
10. Make signs relating to the weather, the broader environment and nature.

Three extra mathematics ideas

1. Make markers on your water tanks, showing percentages (50% full), fractions ($\frac{2}{3}$), or estimates of volume ('50% or 5000 litres'). Students could even mark a scale up the side of the tank ...
2. Measure and mark the sides or backs of compost bays so that students can see the volume of the compost sinking as the decomposition process takes place.
3. Create measuring stakes that can be situated, semi-permanently, next to new fruit trees or taller plants (corn, climbing plants or broad beans for example). Growth will be obvious when compared week by week or term to term.